

# Medical Education Teaching Elective: MS4s co-facilitating Small Group Education and Mentoring in Academic Communities

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# Academic Community History @ UCSD

- UCSD SOM:
  - Founded 1968
  - ~125 students/class
- Pre-clinical Curriculum reform planning 2008-10
- Launched Integrated Scientific Curriculum (ISC) 2010
  - early clinical exposure
  - Integrated courses
  - less lecture, more small groups
  - 6 Academic Communities (AC) established
    - ~20 students per year in each AC
    - Subdivided into groups of 6-8 for doctoring course

# Academic Communities at UCSD

## Longitudinal framework

- Curricular involvement in all four years
  - Practice of Medicine (POM) doctoring course
  - Primary Care Core Clerkship
  - Principles to Practice capstone course
- Extracurricular events
  - \* At least one event per Q in each category
    1. Mentoring / Advising
      - student-student (vertical integration)
      - faculty-student
    2. Social support / student well-being
    3. Community service

# Development of Medical Education Elective for MS4s

- ISC small group emphasis provided opportunity for MS4s to participate in teaching
- MS4s expressed desire to be involved in ISC teaching
- Aligned with institutional goal to foster interest in academic medicine
- Call for interested MS4s
  - Offered elective credit
- Expectation to participate for 1 month
  - winter/spring

# Components of Teaching Elective

- Training sessions for MS4s
  - prepare participants for small group leadership (ie PBL)
  - review other core topics in Med Ed
- Required reading
- Co-facilitate POM small group
  - from **their** AC
- Co-facilitate PBL small group
  - not based in ACs
- Clinical teaching of MS1s & 2 @Student Run Free Clinic
- Design and deliver sessions to more junior medical students
  - Topics selected by assessing what learners need/want (ie OSCE prep)
  - Also selected based on MS4 interest, preference, specialty
- Mentoring/advising
- Verbal and written reflection about their experience



# Schedule template (1 week)

PBL	PBL	Clinical coaching (Student-run Free Clinic)	PBL	PBL
Training session	Clinical coaching (Student-run Free Clinic)	POM (A/B): 1-5 Cardiovascular PE; Patient interviewing	Deliver teaching session	Reading and prep time, mentoring

# What MS1s and 2s Gained

- Increased opportunity to interact with MS4s
  - Informal advising
  - Mentoring
  - Reassurance
    - “It will be okay.”
  - Empowerment
    - “Look at how much the MS4s know!”
  - Ability to ask for near-peer for assistance with areas that were unclear to them
    - ie practice details of neuro exam

# What MS4s Gained

- Opportunity to teach small groups in controlled environment:
  - Direct observation and immediate feedback
  - Opportunity to observe and query faculty experts
  - Small group leadership skills
    - guiding discussions, giving feedback, problem solving, etc.
  - Develop and deliver their own sessions
- Teaching clinical skills in patient care environment
- Opportunity to meet & mentor MS1s/2s
- Training for careers as educators in residency and beyond
- A great experience (Very positive feedback)!



# MS4s Reflections

- “This teaching elective has been one of the most satisfying and enjoyable experiences of medical school. Being able to share my knowledge and encourage other medical students is an incredibly fulfilling experience”
- “I have truly enjoyed my experiences on the fourth year teaching elective”
- “Teaching medical students is one of the most rewarding and positive experiences of my medical education so far”
- “This month was one of my most rewarding months in all of medical school”

# Reflections on course content

- “Thoroughly enjoyed working with the PBL groups”
- “OSCE preparation was a lot of fun, and clearly the idea of teaching to learn something yourself holds true here”
- “Some of the most fun and satisfaction I experienced was while doing the clinical coaching”
- “Reading recommendations in the syllabus were actually quite interesting”
- “I realized over the course of the month how multi-dimensional the teaching process is”

# Reflections on career development, academic medicine

- “Excellent course and helped me begin the transition from medical student to intern”
- “It reinforced my love of teaching others and confirmed that in some way I will always try to keep education a part of my future career”
- “It has made me more certain that a career in academic medicine would be very high on my list”

## Conclusions:

- “I really enjoyed participating in this elective”
- “I’d highly recommend it to students in the future”

# In summary

- Clinical student involvement in Academic Communities can be a challenge
- This can be a meaningful way to involve MS4s in
  - Academic Communities
  - Vertical integration
  - Mentoring/Advising
  - Curriculum delivery
  - Curricular development
  - Extracurricular activities
  - Also results in MS4s presence on campus

# Future Directions

- Increase number of MS4s involved
- Develop additional training sessions for MS4s
- Next year: first group of MS4s who began w/ ACs
- Start earlier in year
  - reconnect w POM small group throughout the year
  - increased presence & opportunity for mentoring
- More formal assessment of program
  - Include MS1, MS2, & faculty as well as MS4s